Content Standards:

Indiana Academic Standards:

Social Studies:

4.1.3   Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development.
4.1.6   Explain how key individuals and events influenced the early growth of the new state of Indiana.
4.1.7   Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.
4.1.8   Give examples of Indiana's increasing agricultural, industrial, and business development in the nineteenth century.
4.1.9   Describe the participation of Indiana citizens in World War I and the changes the war brought to the state.
4.1.11 Identify important events and movements that changed life in Indiana in the twentieth century.
4.1.12 Research Indiana's agricultural and industrial transformation, emphasizing new technologies, transportation and international connections, in the last part of the twentieth century.
4.1.13 Organize and interpret timelines that show relationships among people, events, and movements in the history of Indiana.
4.1.15 Using primary source* and secondary source* materials, generate a question, seek answers, and write brief comments about an event in Indiana history.
4.2.7   Define and provide examples of civic virtues* in a democracy.
4.3.5   Map the physical regions of Indiana, and identify major natural resources and crop regions.
4.3.9   Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.

Language Arts:

2. *RDG COMPREHENSION:*

Structural Features of Information and Technical Materials:

❑   Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts maps, and organization, to find and find information and support understanding

Comprehension and Analysis of Grade -Level-Appropriate Text:

❑   Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas
❑   Draw inferences, conclusions, and generalizations about text and support them with textual evidence and prior knowledge.

Expository (Information) Critique:

❑   Distinguish among facts, supported inferences and opinions in text.

4. *WRITING PROCESS*

Organization and Focus:

❑   Use graphic organizers to plan writing
❑   Write informational pieces with multiple paragraphs that offer a concluding paragraph that summarizes important ideas and details

Research and Technology:

❑   Use note-taking skills
❑   Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks
❑   Use a thesaurus to identify alternative word choices

5. *WRITING APPLICATIONS:*

Different types of Writing

❑   Write research reports about important ideas, issues, or events

Information Literacy Skills:

❑   Standard 1: accesses information efficiently and effectively.
❑   Standard 2: evaluates information critically and competently
❑   Standard 3: uses information accurately and creatively.
❑   Standard 4: pursues information related to personal interests..
❑   Standard 6: strives for excellence in information seeking and knowledge generation.
❑   Standard 8: practices ethical behavior in regard to information and information technology
❑   .Standard 10: understands the nature and operation of technology systems

Integrated Technologies:

- Word Processing

Big Idea(s)/Concepts:
(Students will understand that…)

Indiana is unique because of its history, people, geography, and cultural contributions.

Guiding Questions:
(Questions that help us uncover the Big Idea/Concepts)

1. How have key events influenced Indiana history?

2. What are the differences and similarities between being an Indiana citizen and a U.S. citizen?

3. How does history, geography and geology influence the production of goods in Indiana?

5. Who do you feel influenced Indiana's culture?

Key Skills and Processes:

Students will know…	Students will be able to…
. 5 events in Indiana's history . identify personal and public civic responsibilities of being an Indiana citizen . identify 3 main regions of Indiana . identify one product of Indiana and follows its history . identify 3 influential people of Indiana	. make a timeline of Indiana history . compose a Indiana citizen mission statement . compare the 3 main regions by topography . interpret and predict the future of their product's impact on Indiana's economy . explain the importance of three persons' contributions to Indiana and the world.

Assessment:
(How will students demonstrate their learning?)

Performance Tasks: *(Explain, interpret, apply, gain perspectives, demonstrate empathy, extend self-knowledge)*	Other Evidence: *(Quizzes, tests, homework, etc.)*
• Create a brochure that includes timeline, topographical map, chart, profile of a Hoosier, and citizen mission statement.	• Indiana Scavenger Hunt • Creative Writing

Learning Activities:
(Activities that lead students to The Big Idea(s) and prepare them for performance tasks)

- Use print and electronic resources to research Indiana
- Develop questions
- Utilize graphic organizers
- Work in small groups to investigate the different cities of Indiana
- Lessons on accessing data via online resources
- Lesson on documenting sources
- Lesson on WORD/template/brochures
- Read daily from the picture book, H is for Hoosier by Cynthia Furlong Reynolds

Resources:
- INSPIRE: links
- General Encyclopedias
- Online library catalog
- Video sources
- Internet resources
- Textbooks – Indiana, Exploring Indiana
- Indiana vertical file
- Nonfiction books

Reflections:
Students: Information Literacy Reflection:
Which resources provided the best information for your project? How did you decide which resources and information to use in your research?

Teacher/ Media Specialist:
(What worked, what didn't?)

INDIANA SCAVENGER HUNT

Locate the answers to the questions by using **INSPIRE Links** . A clue /keyword is given to help you.

Standard 4.1.7
1) Find a map of the Underground Railroad
   Keyword: HISTORY-Civil War Indiana

Standard 4.2.4
2) What are the duties of the Secretary of State?
   Keyword: GOVERNMENT, ACCESS Indiana, Governments

   _____
   _____
   _____

Standard 4.1.11
3) How many Hoosiers died in World War II?
   Keyword: HISTORY-Indiana War Memorials

   _____

Standard 4.1.9
4) Find some pictures of early tools used for farming in the 1800's.
   Keyword: HISTORY-Connor Prairie, History Online

Standard 4.4.7
5) Who were the Studebaker brothers and what did they do in Indiana?
   Keyword: HISTORY-Studebaker National Museum

   _____
   _____
   _____
   _____

Standard 4.2.3
6) Who serves on the Indiana Supreme Court and what are their qualifications?
   Keyword: GOVERNMENT, ACCESS Indiana, Government

_____
_____
_____
_____

Standard 4.1.5
7) What Indian tribes lived in Indiana in the 1830's?
   Keyword: HISTORY, Conner Prairie, History Online

_____
_____
_____

Standard 4.1.3
8) Find a timeline of historical events in Indiana's history.
   Keyword: HISTORY, Indiana Historical Society

Standard 4.2.6
9) What are the requirements to vote in Indiana?
   Keyword: GOVERNMENT, ACCESS Indiana, Living in Indiana

_____
_____

Standard 4.3.2
10) What is the estimated distance between the old state capitol and the new state capitol?
   Keyword: GOVERNMENT, State information, Traveling Indiana, Historical markers, ….AND MAPS

Standard 4.5.4
11) What contributions did James Whitcomb Riley make to American literature?
   Keyword: ENTERTAINMENT, Visit Indiana, Famous Hoosiers

_____
_____
_____

Indiana Facts

Name _____

Use this page to record your notes that you have found while researching.

Topic_____

Location	History
_____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____
Government	**Products/ services**
_____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____
Attractions	**People**
_____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____

Indiana Brochure Rubric

Student Name _____

CATEGORY	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Spelling & Proofreading	No spelling and grammar errors remain after being proofread.	No more than 1 spelling and grammar error remains after being proofread.	No more than 3 spelling and/or grammar errors remain after being proofread.	Several spelling/grammar errors in the brochure.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Knowledge Gained	Accurately answer all questions related to facts and uses technical processes in the brochure.	Accurately answer most questions and uses most technical processes in the brochure.	Accurately answer some questions and uses some technical processes in the brochure.	Fails to answer questions accurately and use few technical processes in the brochure.

Indiana Timeline Rubric

Student Name _____

CATEGORY	4	3	2	1
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Readability	The overall appearance of the timeline is colorful and easy to read.	The overall appearance of the timeline is neat and easy to read.	The timeline is readable.	The timeline is difficult to read.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.
Resources	The timeline contained at least 8-10 events related to the topic being studied.	The timeline contained at least 6-7 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.